State of Alaska
FY2003 Governor's Operating Budget

University of Alaska

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Department Mission

The mission of the University of Alaska is to respond to the educational needs of all Alaskans and to enhance Alaska's economy by fostering and promoting
(1) a high quality postsecondary educational system;
(2) appropriate vocational education development and training;
(3) advancement and extension of knowledge, learning, and culture; and
(4) the application of new knowledge and emerging technologies to meet the needs of the state.

Sec. 152, Ch 90, SLA 2001(HB250)

The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.
(Board of Regents' Policy 10.01.01)

Department Goals and Strategies

The UA FY03 Operating Budget Request focuses on activities necessary for UA to continue as a catalyst for economic development and diversification in Alaska. Over the past three years UA has set a compelling standard for accountability to Alaska's citizenry in its investment of state resources and UA continues to be committed to that high standard of accountability.

UA's FY03 state funding increment request of $17 million is expected to leverage an additional $50.6 million from external funding sources. The primary emphasis for this increment investment is to attract more of Alaska's college-bound students, provide the necessary training/retraining opportunities to build Alaska's existing workforce, and with primarily external funding, develop faculty expertise in areas of strategic importance to Alaska's economic future, including education, global climate change, Alaska Native language and culture, global logistics and health sciences. UA is requesting state funding and non-general fund authority in the following categories:

	General Funds	Non-General Fund Auth.
Maintaining a Solid Foundation	$9.5M	$ 8.3M
Keeping Pace with Technology	$0.8M	$ 0.3M
Attracting and Retaining Alaska's Students	$1.7M	$ 1.3M
Meeting Alaska's Employment Needs	$3.4M	$10.4M
Preparing for Alaska's Economic Success	$1.6M	$30.3M

Of specific note in this request is UA's renewed ability to carry an increasing portion of the costs associated with base services; maintaining a solid foundation and keeping pace with technology. Over the four year period FY00-FY03 UA's increment request is $2 million less from general fund for these base requirements while UA expects to cover $5.2 million more from external sources. Specific to salary maintenance requirements, UA's state funding increment request in FY03 is only $50 thousand higher than UA's state request in FY00. But, UA, through non-general fund sources will cover an additional $2.1 million of the salary increment requirement.

Attracting and retaining Alaska students is a significant goal for UA and is evident in this request. UA has experienced significant success in the last two years in attracting Alaska's college-bound students. Specific to UA Scholars and classic first-time freshmen, UA's numbers have increased more than 10% annually for the last two years. Fall 2001 enrollment figures show UA has 371 new scholars, which represents 41% of those eligible. This is approaching UA's goal of enrolling 50% of eligible UA scholars. Taking a strategic approach to enrollment management by targeting

programs and students is expected to increase total enrollment in FY03 by another 5%. In Fall 2000, UA experienced its first total overall enrollment growth in six years, up 1%. Growth has continued this fall with an estimated 3.2% increase over last fall.

Requests for meeting Alaska employment needs continue to focus on initiative programs that are responsive to job needs in the state. Due to UA's FY02 state appropriation, many of the programs included in this FY03 request are programs requested last year, but that UA was unable to fund. UA's FY02, state appropriation was $4 million below the FY02 request.

In addition to the general fund and non-general fund authority requests for meeting Alaska's employment need, continuation of UA workforce development funding (via SB137) is presented. The SB137 funding is not incremental; funding continues for FY03 at a level similar to that appropriated in FY02. This funding is directed to Alaska Human Resources Council identified high priority program areas. Of the 24 individual programs proposed in the areas of information technology, transportation, health, education, and trades and technology, thirteen were FY02 program requests funded using SB137 funds, and nine are programs being quick started in FY02 with SB137 funding. Because SB137 legislation provides multi-year funding, the university has invested this into workforce development programs requiring long-term commitments. This is different from the one-time equipment and other items funded utilizing Workforce Development Funding via SB289 (FY01)

The most exciting category with the highest leverage capability is preparing for Alaska's economic success. Program requests in this category focus on emerging policy and economic opportunities vital to improving Alaska's future and are characterized by extensive federal, state and industry partnerships. Three of the program increments in this area are almost entirely funded through private or federal funds. One program, the experimental program to stimulate competitive research (EPSCoR) demonstrates success as a result of the state's initial investment in this program in FY01. The incremental non-general authority request of $3 million in FY03 is in addition to the $3 million non-general fund authority and $1 million of state funding originally committed to the program in FY01.

In summary, full funding of UA's increment request is an essential step to improving Alaska's future. The UA instruction and research programs, student services, enrollment and external funding aligned with areas important to Alaska become the catalyst for building and sustaining economic success.

Key Department Issues for FY2002 – 2003

Key issues facing the University of Alaska to support Alaska's economic development and diversification include:

Leadership and Partnerships:

- The university must take a leadership role within the state to define and address the human resource and technology requirements to enable Alaska to take full advantage of economic opportunity. The university is doubling the investment towards studying and presenting policy alternatives and resulting implication on the state's economy, environment and culture. Industry, state government, and the university must work in close partnership to create the policies and environment within Alaska for sustained economic success.

Urgency:

- Preparing for success requires developing and refining responsive instructional and research programs, recruiting students, recruiting and retaining faculty and staff through competitive compensation and a positive working environment, and building the necessary information technology and facilities infrastructure. Economic opportunity can be generated in Alaska. The university needs the state's support to builds its capacity to prepare Alaskans to take full advantage of this opportunity.

- In order to prepare for and meet the educational requirements for economic development, the university and the state need to start now. It takes five years to graduate an engineer. On the fastest track, it takes four years from funding to final construction to build the facilities necessary for emerging programs. Emerging programs and anticipated program growth are requiring more modern and sophisticated space. Planning, design and phase 1 construction on new science facilities are essential in order to take advantage of the opportunities Alaska will see this decade.

Aligning University Programs to Meet State Needs:

- UA is focused on programs for occupations with high worker demand including teacher education, nursing, allied health, information technology and other technical career training. The university will continue to work with industry consortia to create programs that are responsive to current worker shortages. The university is being efficient by prioritizing investments in programs meeting the highest demand. Refining the program offerings and recruiting and retaining students in these programs will be key to UA's success.

- Meeting Alaska's teacher demand is a very high priority for the university and the state. Although UA's program expansion in teacher education is moving forward, the solution for meeting the state's teacher demand does not rest solely with university programs. Because many other states are also experiencing teacher shortages, Alaska must compete to attract and keep teachers in state. State policy and incentives may be a necessary part of this solution. Discussions between the university, school districts and the Department of Education and Early Development must continue to fully implement solutions to meet the state's need for qualified teachers. The Alaska Center for Excellence in Schools is a positive undertaking that can create the partnerships necessary to solve the teacher shortage and school quality issues on a holistic basis.

- UA is also focused on enhancing programs necessary for worker training in occupations related to the state's large-scale projects likely to develop in the near future. These programs include engineering and environmental science for a pending gas line, finance and e-commerce for an emerging investment management industry, natural resources and fisheries management and geospatial data analysis. These are long-term programs that started in FY02 (some only partially funded). These programs will be enhanced and refined in FY03 and beyond.

Demonstrating Responsible Stewardship of Public Resources:

- The university is demonstrating the highest level of accountability for funding provided by the state. All initiative programs funded with the state's investment in FY01 and FY02 are being closely monitored. Status reports for all programs are required regularly. The status of faculty and staff hires, course enrollment, program offerings and funding are included. The heightened level of accountability provides public confidence in the university stewardship of resources.

- In addition to monitoring new and expanded programs the university continues to track its progress on performance measures implemented jointly with the legislature.

Major Department Accomplishments in 2001

The additional funding provided by the state has enabled the university to take significant steps toward its goal of supporting Alaska's economic diversification and development.

- Student enrollment increased 3.2% this fall and 1% in FY01. The enrollment increase this fall was again fueled by a twelve percent increase in classic first-time freshmen enrollment. First year retention also increased for a second year in a row.

- In FY01, with a state appropriation increase of 9%, UA invested heavily into programs responsive to state needs resulting in total initiative program investments of $21 million (of which $10 million was funded with incremental state funding, $1.7 from SB289 work force program funding and the remaining from partnerships, tuition, and realignment of existing resources). Overall, UA experienced a 14% increase in revenue largely due to increasing commitments from federal, state, corporate and private partnerships.

- The UA Scholars Program continues to be a success. A total of 829 UA Scholars are enrolled at the University of Alaska. Biology is the most popular four-year degree program for UA scholars. The number of new UA scholars increased from 343 in Fall 2000 to 371 in Fall 2001. This fall the program attracted 41% of all eligible students.

- UA's nursing program expansion in Fairbanks and Kodiak continues to have full cohorts of students pursuing their associate nursing degree. In Fairbanks, 24 students are enrolled and 8 students are enrolled in Kodiak. In Anchorage the number of nursing students has also significantly increased. Figures indicate a 25% increase from Fall '99 to Fall '00.

- UA implemented and institutionalized creative new programs including the UA Corporate Program, the Alaska College Savings Trust, and online distance education services. Distance education course offering have increased significantly.

The Alaska College Savings Trust program is an innovative higher education savings program which UA developed in partnership with T. Rowe Price in FY01. To date, savings participants have invested over $100 million in the program.

- The process technology program delivered in Anchorage, Fairbanks, and Kenai established in partnership with the Alaska Process Industry Careers Consortium will graduate its first students in December. Industry has provided scholarship and employment opportunities for process technology students and all graduates will be employed.

- National Science Foundation funding for the Experimental Program to Stimulate Competitive Research (EPSCoR) was announced. The funding is three million dollars per year for three years and an expected additional three million starting in FY03. The Alaska Science and Technology Foundation also committed $500,000 each year to EPSCoR related projects. The finance issues ASTF is facing need to be monitored, as ASTF's commitment is crucial for meeting the terms of the EPSCoR funding agreement. The EPSCoR program is designed to create capacity for research in areas that can be applied to state economic development. UA has been successful in attracting additional applied research funding from Department of Defense, National Institutes of Health and Department of Energy based on the original ESPCoR designation.

- The university instituted a system-wide early childhood education program that meets the federal Head Start mandate for associate degree training. The early childhood education program is available via distance delivery as well as on-site in several locations throughout the state; degree program enrollment increased 20% from Fall 2000 to Fall 2001. The university has also leveraged federal funding to expand program offerings.

Governor's Key Department-wide Performance Measures for FY2003

Measure:
The number and percentage of total Alaska high school graduates who attend the University of Alaska.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Within 3 years (fall 2003) enroll 26% of Alaska's high school graduates.

Of recent high school graduates fall 2001, 23% attended UA as first-time freshmen.

Benchmark Comparisons:
Several sources report projections on high school graduates with widely varying estimates. The projected number of Alaska high school graduates for the class of 2003 using WICHE is 7,261; at 26% of the high school graduates attending UA this equates to 1888 recent high graduates attending in fall 2003. Using another source (NCES Projections of Education Statistics to 2011), an estimated 1,940 students would attend UA in fall 2003. Nationally, the percentage of high school graduates who attend college soon after graduation has declined from 67% in 1996 to 63.3% for fall 2000 (Opportunity, May 2001). Forty-five percent of recent high school graduates enroll at public institutions in their home state. The University of Alaska expects to enroll 40% within six more years (fall 2007) nearly 3000 recent high school graduates.

Background and Strategies:
Recruitment efforts are important to increasing the number of full-time freshmen. A major part of recruitment is the breadth of programs available, the faculty quality, and services provided. UA is pursuing program expansions, faculty recruitments, enhanced student service and student recruitment efforts to attract this sector of traditional-aged students to curb Alaska's brain drain. The UA Scholars program has proved very successful with 371 new students enrolled and 829 total for the Fall 2001. UA has also increased the number of UA Foundation Scholarships by 28% in the last two years from $5.5 million in awards to $6.5M in awards. However, state policy can have a significant positive effect on this measure by funding the UA Scholars program. Nationally, 7% of state appropriations go to higher education grant programs. Currently, Alaska is the only state that does not provide need-or merit-based student aid. Providing need-or merit-based aid for in-state attendance would also help to keep Alaska students in-state. The table below shows the percentage of recent high school graduates who attend UA has increased from 18% in 1997 to 23% in fall 2001.

Strategy: Attracting and Retaining Alaska's Students (ongoing initiative)
UA Scholars Program

Number of Recent Alaska High School Graduates who attend UA as First-time Freshmen by Year

Year	AK HS Graduates	UA FTF who are Recent AK HS Graduates (Fall Semester)	% of AK HS Grads who are UA FTF
1997	6,175	1,097	18%
1998	6,496	1,360	21%
1999	6,826	1,486	22%
2000	6,668	1,498	22%
2001	6,812	1,558	23%

Measure:
The number and percentage of total Alaska high school graduates who attend the University of Alaska as Alaska Scholars.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Increase the percentage of eligible UA Scholars who choose to attend UA to 50% within three years (fall 2003).

Benchmark Comparisons:
In Fall 2001, 371 (41%) of the 897 eligible UA Scholars attended the University of Alaska.
In Fall 1999, 33% (270) of the 811 eligible UA Scholars attended the University of Alaska.

Background and Strategies:
This program is designed specifically to increase the number, quality, and percentage of Alaska high school graduates attending UA. The UA Scholars Program offers a four year $11,000 scholarship to the top 10 percent of the graduates from qualified Alaska high schools each year. Students are designated by their high school based on their academic standing at the end of their junior year.

To use the Award, the Scholar must enroll at a UA campus within 16 months of high school graduation. This means the Scholar may take time off after graduation to work, travel, or even try a school outside before enrolling at the University of Alaska. Once enrolled, the Scholar will receive $1375 per semester for eight semesters provided that the Scholar remains in good standing.

The percent of eligible scholars attending the University of Alaska has increased since the start-up of the program in 1999 from 33% to 41% (see table below). The WICHE projection of the number of high school graduates in the class of 2003 is 7,261. The goal of enrolling 50% of eligible UA scholars is lofty and using WICHE's projection of graduates, the number of UA scholars enrolling would be as high as 470 by the Fall of 2003. UA is enrolling almost four times as many top 10% students than prior to the UA Scholars Program. In 1998 it was estimated that a maximum of 14% of high school graduates in the top 10% attended UA prior to the program, or about 100 students, compared to the 2001 actual achievement of 371.

Number of Eligible UA Scholars and the Attendance Rate by Fall Term

Fall Term	Number Eligible	Number Attended	Percent Attended
1999	811	270	33%

2000	875	343	39%
2001	897	371	41%
2003 *	* 958	* 470	* 50%

* Goal

Strategy: Attracting and Retaining Alaska's Students
UA Scholars Program

Measure:
The number and percentage of total Alaska high school graduates who stay in Alaska one year, five years, and 10 years after graduation from the University.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Retention of UA baccalaureate degree graduates in Alaska at 79% residency for one year after graduation and 69% residency five years after graduation.

For UA baccalaureate graduates from 1990 to 1999 the average residency one year after graduation is 79% and 68% residency five years after graduation.
78% of 1999 graduates reside in-state one year after graduation.
65% of 1995 graduates reside in-state five-years after graduation

Benchmark Comparisons:
For UA baccalaureate graduates from 1990 to 1998 the average residency one year after graduation is 79% and 69% residency five years after graduation.

Background and Strategies:
The University of Alaska and the Alaska Department of Labor have tracked the University's baccalaureate degree recipients from fiscal year 1990 to 2000 in a joint study. The study did not distinguish between those degree recipients who were Alaska high school graduates and high school graduates from outside of Alaska; this parameter will be added next year. Of all the degree recipients currently residing in Alaska in 2000, 87% were employed. The university not only fosters learning and research, but contributes to diversifying Alaska's economy by contributing to an educated and trained workforce.

The availability of positions in the degree recipient's chosen profession will, in part, determine the continued residency in Alaska. The most recent five-year residency figure, however, is of concern as it represents the largest negative change in residency of graduates observed to date; from 68% of the 1994 class residing in Alaska to 65% for the class of 1995. Availability of various occupations is necessary to retain these trained graduates. This is a significant state policy issue and essential for economic diversification. In addition to aligning program offerings with high demand job areas, UA is investing external funding to study and present economic policy options that may help expand the availability of more diverse, well-paying occupations within the state.

The table below shows the percentage of baccalaureate degree recipients from the University of Alaska who resided in Alaska one, five, and ten years after graduating based on their Alaska permanent fund dividend status. On average, 79% of baccalaureate degree recipients resided in Alaska one year after graduation (1992-1999 graduating classes) and 68% resided in Alaska five years after graduation (1990-1995 graduating classes). Note, the actions UA and the state are taking today will favorably impact the five-year residency of the students who start between fall 1999 and fall 2002 and become part of the graduating class of spring 2007. Measuring the five-year residency impact in 2012 will best evaluate our success in this area. This demonstrates why action must start today.

Percent of Baccalaureate Degree Recipients who are Alaska Residents by Graduation Year, and Length of Residency

Graduation Year	% Residency 1 year later	% Residency 5 years later	% Residency 10 years later
1990		69%	63%
1991		69%	
1992	80%	70%	
1993	82%	68%	
1994	82%	68%	
1995	80%	65%	
1996	77%		
1997	77%		
1998	78%		
1999	78%		

Strategy: Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:
The percentage of students graduating with degrees in teacher education, health careers, process technology, transportation and logistics, information technology and other high-demand job areas
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Using FY00 as the base, increase graduates by 5% over the next two years and 10% over the next 4 years in the job areas specified.

The University awarded 1,377 degrees in FY01 in high-demand job areas. Given the enrollment drop between 1994 and 1999, it is unlikely to meet the 5% goal by FY02. With enrollment on the rebound, especially in many of these programs, it is very aggressive but possible to reach the 10% target by FY04.

Benchmark Comparisons:
FY2000 - 1,530 University of Alaska degrees were conferred for high-demand job areas as defined by the Alaska Department of Labor.

Background and Strategies:
There is a lag between enrollment and completion as the programs require from two to four years to complete; therefore, enrollment in the specified programs must increase from fall 2000 before an increase in graduation from two year programs can be measured. The table below shows the number of degrees awarded in ADOL high-demand and specified occupational areas as well as enrollment. Between FY00 and FY01, enrollment increased by at least 10% in 6 programs and by at least 5% in 11 of the high demand programs. Preliminary Fall 2001 enrollment data shows positive trends in engineering , business services, early childhood development and information technology. An area of short-term success is in the early childhood development program (education assoc/cert level) where preliminary fall 2001 enrollment shows a 20% increase across the system. As final enrollment figures become available, this will be updated. The FY01 enrollment increases will begin impacting the number of graduates in FY03 through FY06.

Number of Degrees Awarded in each Fiscal Year and Fall Headcount by Job Area and Degree Level

Job Area and Degree Level	Enrollment*	Degrees Awarded (FY)			
	FY00-FY01	1998	1999	2000	2001

Air Transportation					
Assoc/Cert	Down 5 - 10%	48	44	46	43
Business Services					
Assoc/Cert	Down 5 - 10%	108	100	107	144
Baccalaureate	Down > 10%	13	7	13	17
Masters	Up 0 - 5%	9	17	22	18
Engineering					
Assoc/Cert	Up 5 - 10%	35	47	11	27
Baccalaureate	Down 5 - 10%	104	75	75	59
Masters	Down > 10%	20	21	28	14
Finance, Insurance, and Real Estate					
Baccalaureate	Down 5 - 10%	80	82	103	95
Health					
Assoc/Cert	Up > 10%	221	176	198	191
Baccalaureate	Up 0 - 5%	124	122	123	105
Masters	Down 5 - 10%	62	55	44	40
Information Technology					
Assoc/Cert	Up 5 - 10%	82	71	92	66
Baccalaureate	Up 5 - 9.9%	44	30	44	56
Masters	Up > 10%	10	2	5	7
Management					
Baccalaureate	Down 0 - 5%	118	93	116	112
Masters	Up > 10%	54	73	49	50
Natural Resources					
Assoc/Cert	Down > 10%	1	4	1	1
Baccalaureate	Up 5 - 10%	57	55	45	37
Doctoral	Up 5 - 10%	2	1	3	2
Masters	Down > 10%	43	27	37	22
Process Technology *					
Assoc/Cert	Up > 10%	19	19	16	14
Teacher Education					
Assoc/Cert	Up > 10%	23	26	22	22
Baccalaureate	Down > 10%	231	199	158	131
Masters	Up > 10%	121	160	172	104
Total		1,629	1,506	1,530	1,377

* In addition to the process technology program students, students enrolled in power plant, industrial technology and petroleum technology are included in this category.

Strategy: Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:
The number of University of Alaska graduates, by community of origin and by community of current employment, who are new teachers.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Maintain current employment rate through 2003 and then increase the percentage of UA graduates filling teaching vacancies each year in the state by 5% per year. By 2010, place over 50% of the teachers needed each year in Alaska.

FY00 information reported by the Alaska Teachers Placement (ATP), shows 9% of vacancies in FY01 were filled by new UA graduates compared to 12%. In 1999, ATP reported that new graduates and UA alumni filled 32% of vacancies. There is not comparable information for 2000 for UA alumni placement. However, maintaining the employment rate of 32% over the next four years is not likely given the 5th year teacher program just started in FY01 and the overhaul of the baccalaureate education programs has just been accomplished this year (FY02). The baccalaureate education program enrollment is still decreasing from its elimination in 1999 with the first increase anticipated in fall 2002. The BLA and BAS enrollment in content degree areas for advancement after graduation into the 5th year teacher program is currently 230; however, not all of these students will pursue education. Beyond the yet modest education program enrollments, there is also a lack of interest of many qualified individuals to remain in the teacher profession and a lack of interest on the part of new graduates to become teachers due to pay and other working conditions.

Benchmark Comparisons:
In 1999, UA new graduates 12% of total vacancies.
In 1999, UA new graduates and Alumni filled 32% of total vacancies.

Background and Strategies:
Alaska Teacher Placement tracks the supply and demand as well as employment of teachers and administrators for Alaska school districts. This measure addresses the teacher section of the data while the next measure addresses the administrative portion (principals and superintendents).

The table below shows the total number of teaching vacancies by region and the percentage of the vacancies that were filled by UA graduates. New UA graduates are first-year teachers. In FY01 the 5th year teacher education program was first funded and in FY02 funding was invested for the redefined and more responsive baccalaureate teacher education program. Additional funding is requested in FY03 to fully fund the baccalaureate program request of FY02. The baccalaureate program enrollment is still declining with the first increase expected in the Fall 2002. UA's participation in the Alaska Center for Excellence in Schools will address both education and professional issues to improve performance in this area.

Number of Teacher Vacancies and Percent of UA Graduate Hires by Region

	1999		2000	
Region	Total Vacancies	% New UA Graduates	Total Vacancies	% New UA Graduates
Interior	227	7%	134	6%
Northwest	172	6%	171	6%
Southcentral	592	16%	359	11%
Southeast	170	11%	112	13%
Southwest	255	10%	289	9%

Total	1416	12%	1,065	9%

Strategy: Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:
The number of University of Alaska graduates, by community of origin and by community of current employment, who are new principals or new superintendents.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: In the next three years (by 2003) place over 50% of the administrative (principal and superintendents) vacancies in Alaska school districts.

In 2000, 42% of administrative vacancies were filled by UA graduates. Reaching 50% is an aggressive goal; however, the strong enrollment increases shown in the preliminary figures this fall in the education leadership program is a positive indicator.

Benchmark Comparisons:
Using Alaska Teacher Placement (ATP) statistics 38% of the 1999 administrative (principal and superintendent) vacancies were filled with UA graduates and alumni.

Total Administrative Vacancies and Percent filled by UA Graduates

	Total Vacancies	% UA Graduates
1999	98	38%
2000	64	42%

Strategy: Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Background and Strategies:
Alaska Teacher Placement statistics track the supply and demand as well as employment of teachers and administrators in Alaska school districts. Administrators data includes both principals and superintendents so the portions of the measure for principals and superintendents have been combined in this analysis.

Using Alaska Teacher Placement (ATP) statistics the number of administrative vacancies filled with UA graduates and alumni has increased from 38% in 1999 to 42% in 2000 as shown in the table. Enrollment in the education leadership program has increased this fall in part due to initiative investment in FY01.

Measure:
The number and percentage of total credit hours and courses offered by distance delivery.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:

Goal: Increase the number of credit hours and courses offered by distance delivery by 10% over the next three years (from Fall 2000).

Preliminary Fall 2001 information indicates there are 697 distance education courses available through the University's 15 campuses, a significant increase over last fall. Improved reporting capability overstates the growth in courses indicating more than a 50% increase, but it is likely a true increase of 20%.

Benchmark Comparisons:

Distance Education Courses Offered and Credit Hours Produced

		# of Distance Ed Courses Offered	% of MAU Total Courses Offered	Distance Ed Student Credit Hours	% of MAU Total Student Credit Hours
Fall 97	UA Anchorage	52	1.82%	3,233	2.52%
	UA Fairbanks	205	11.95%	6,441	8.73%
	UA Southeast	77	10.49%	2,445	10.34%
	UA Systemwide	334	6.30%	12,119	5.37%
Fall 98	UA Anchorage	60	2.07%	2,810	2.16%
	UA Fairbanks	195	11.22%	6,806	10.17%
	UA Southeast	84	11.54%	2,454	11.05%
	UA Systemwide	339	6.32%	12,070	5.50%
Fall 99	UA Anchorage	87	3.21%	4,008	3.12%
	UA Fairbanks	225	13.71%	7,136	10.73%
	UA Southeast	132	18.28%	4,226	19.34%
	UA Systemwide	444	8.75%	15,370	7.08%
Fall 00	UA Anchorage	68	2.56%	3,962	3.04%
	UA Fairbanks	248	14.57%	7,301	10.81%
	UA Southeast	131	17.56%	3,159	14.70%
	UA Systemwide	447	8.75%	14,422	6.58%

*Does not include yearlong correspondence students at the Center for Distance Education.

Background and Strategies:

The University of Alaska system has made significant progress in building capacity to serve students at a distance. A standardized course management system (BlackBoard) has been deployed throughout the system. Such standardization makes it possible to target faculty training and development efforts, facilitate cross-MAU instruction, and assist students in transitioning from one MAU distance course to another without having to learn a new electronic learning environment. Moreover, the University of Alaska has implemented a system-wide set of instructional tools (Adobe Acrobat, Macromedia, Fireworks, etc.) that faculty can incorporate within their electronic learning environment. This "faculty toolbox," along with a standardized course management system, was funded partially through the FY02 state appropriation increment.

In FY01 faculty development resources were allocated to assist faculty in the integration of technology and appropriate instructional strategies so that the University can increase the number of courses and programs delivered at a distance. New courses were developed in a number of areas including library science, rural development, and business administration. The priority in distance education is to transition from individual course offerings to full program/degree programs where appropriate and applicable. An example of such a model is the MA in Education Technology offered through the University of Alaska Southeast (UAS), the BA in Early Childhood Development cooperatively offered through both UAS and the University of Alaska Fairbanks, and the Micro Support Specialist AAS cooperatively offered by all three MAU's.

FY02 efforts include the development, deployment, and maintenance of the University of Alaska Distributed Education Gateway (www.online.alaska.edu). The Gateway provides a one-stop service center that enables students to identify and locate available course offerings from any campus within the University system. Prior to this service, students often contacted a number of campuses in search of a particular course or courses. The University will also integrate into the Gateway its online student services so that students may select distance education courses and register for them completely online. The University is allocating considerable time and effort toward enhancing UA's ability to share and sequence courses and programs between campuses.

Distance education is defined as any academic course whereby the instructor can provide education to students in different physical locations through any number of teaching strategies and technologies. The primary means of distance delivery are audioconference, correspondence, telecourses, and satellite telecasts. The University is also expanding the number of courses available via the Internet, CD-ROM, and/or video/audio tape. Distance education is administered at UAF by the Center for Distance Education and Independent Learning, and at UAA by Academic Technology Services. At UAS distance education is fully integrated within the University and administered through the office of the Dean of Instruction. The table in the Benchmark Comparisons section shows the number of courses that were offered at each MAU with a total for the UA System and the number of student credit hours produced, as well as the percentage of all courses and credit hours at the University of Alaska from fall 1997 to fall 2000.

Strategy: Meeting Alaska's Employment Needs

Measure:
The cost per credit hour delivered by distance delivery.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
In FY01 nearly $6.0 million of expenditures could be directly associated with the infrastructure, program support, student services, and faculty salaries used to offer courses via distance. Based on the student credit hours in distance courses, that equates to $165 per student credit hour. For on-site instruction that figure varies from a low of $90 per credit hour to as much as $300 for specialized graduate programs. Due to the number of variables and various methods being developed around the country, the university is still working on arriving at a viable, consistant method. Once a method is accepted an appropriate target will be developed.

Benchmark Comparisons:
This costing method is just now emerging. Many universities are struggling with the same cost identification issues. In many cases the line between distance and on-site instruction cost is blurred as they are often conducted simultaneously. The method used above likely will change as industry standards are accepted and adopted.

Background and Strategies:

Distance education is a rapidly growing sector in higher education. Here in Alaska, distance education is especially useful as UA tries to make higher education available across the state's varied locations. It is also used to share specialized faculty among different campuses. The activities mentioned in the distance delivery credit hour measure above emphasize the effort UA is taking to expand distance-delivered program offerings in an efficient manner.

In assessing the cost of distance education, the University of Alaska has employed a cost analysis model developed by Western Cooperative for Educational Telecommunications (WCET) and National Center for Education Management Systems (NCHEMS).

Measure:
The pre-training wage as compared to the post-training wage for vocational education graduates.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Maintain average salary increases of 15% for vocational education students after training.

For students who took vocational classes in 1999:
Wages increased by 20% after attendance over pre-training earnings:
$6,489 per quarter vs. $5,427 per quarter.

(Employment and wage information from the DOL for 2000 students will be available in January 2002.)

Benchmark Comparisons:
The university participates in an annual statewide vocational education outcome study by the Alaska Department of Labor published in January of each year. The study began in 1998.

Background and Strategies:
The University participates in an annual statewide vocational education outcome study produced by the Alaska Department of Labor and published each January. The second report (2000) was extended to contain pre- and post-training earnings information.

This report can be accessed at: http://www.alaska.edu/oir/voced.html. For the second report the University provided a list of over 5,900 students who participated in vocational education in FY99 and did not return in FY00. During the third and fourth quarters after exiting a vocational program, 70.3% of the participants were employed and the average quarterly earnings after training exceeded pre-training earnings by 20%. This compares favorably with the 15% increase observed for FY98 students, which is the benchmark for the goal above. Vocational education students' average quarterly earnings rose from $5,427 in months 7 to 12 of the fiscal year prior to enrollment to $6,489 per quarter in months 7 to 12 after exiting the program.

Strategy: Meeting Alaska's Employment Needs

Measure:
The amount of research grants in arctic biology, climate change, resource development, fisheries and ocean science, logistics, geosciences, and atmospheric sciences.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Increase research grant funding commitments brought into the university in areas important to Alaska.

In FY02 UA anticipates a 10% increase in funding commitments of new grants awarded.

Benchmark Comparisons:

In FY01, there were 173 new grants awarded with total committed funding of $45.3 million in the areas of arctic biology, climate change, resource development, fisheries and ocean science, logistics, geosciences, and atmospheric sciences.

Background and Strategies:
UA conducts research in several areas important to the state. In Alaska, unlike other states, the University carries out the bulk of Research and Development (R&D) activity. In other states, industry carries out 71% of the R&D effort while universities do 13%. In Alaska, 52% of the state's R&D effort is carried out by UA. However, Alaska conducts very little R&D. Only 0.5% of Alaska's gross state product is invested in research compared to 2.5% for other states. Two reasons that may explain why Alaska is dependent on UA to support R&D are the lack of a mature manufacturing industry base and some industry R&D efforts are largely conducted out-of-state (oil and tourism, for example). Regardless of the reason, Alaska must invest strongly in R&D for future economic development and UA is the engine to fuel state R&D. Fortunately, UA leverages every $1 of state funded research with $4 of external funding. This is a significant return of state investment for research and provides a much greater R&D impact for the state.

The university has developed a database of research activity that will provide a consistent listing for comparison purposes from year to year. Many grants are multi-year awards; the table below shows the number of new grants and award amounts from FY99 to FY01 in the areas targeted in the measure. The number of new grant-funded research projects has increased by 9% from fiscal year 1999 to 2001 and the amount increased by 64% during this same time period. In total, there are 850 active grant -funded research projects for a total award commitment (multi-year) of $366 million. In FY01, on new and existing awards, there was $70 million dollars of grant-funded research performed. New research being conducted at the University ranges from projects like the Studies of Immune Function in Steller Sea Lions, Modeling Terrestrial Ecosystems, Mendenhall Glacier Dynamics, and the Effect of Herring Egg Distribution and Ecology on Year-class Strength and Adult Distribution.

Number and Amount of New Organized Research Projects by Research Category Fiscal Year 1999 – 2001

Category	New Awards	Award Amt. (x$1000)
Areas of Significant Importance to Alaska		
Resource Development	33	1,980.0
Biological Sciences & Arctic Health	46	14,279.0
Environmental Sciences	6	825.0
Geosciences	18	5,423.0
Marine & Ocean Sciences	57	8,556.0
Atmospheric Sciences	12	5,261.0
EPSCoR	1	9,000.0
Areas of Significant Importance - Subtotal	173	45,324.0
Additional Research Areas	181	32,566.0
Total 2001	**354**	**77,890.0**
Total 2000	**286**	**56,263.0**
Total 1999	**325**	**47,598.0**
% Change FY99-FY01	**9%**	**64%**

Strategy: Preparing for Alaska's Economic Success

Measure:
The number of graduate students whose education is funded by research grants.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Increase the number of grant-funded graduate students by 10% over the next two years.

189 graduate students were employed in fall 2001.

Benchmark Comparisons:
Based on the University's federal reporting date, 164 graduate students were employed on grant-funded research in fall 1998, 192 in fall 1999, and 183 in fall 2000. Using the last three-year average (180), a 10 percent increase would result in 200 graduate students employed with research funding in fall 2002.

Background and Strategies:
At the University of Alaska during fall 2001 there were 189 graduate students funded through 118 research grants. The enrollment of graduate students increased by 9.5% from fall 1998 to fall 2001. Of the graduate students, the number of first-time master's students increased during the same time period by 13.2%.

Number of Graduate Students Funded on Research Grants

	Fall Semester			
	1998	**1999**	**2000**	**2001**
Number of Graduate Students	164	192	183	189
Percent of Total Graduate Students	13%	15%	14%	14%

Measure:
The occurrences of applied research benefiting the state's economy.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Increase the number of applied research projects specifically benefiting the economy of Alaska.

Due to the number of variables and various methods being developed around the country, the university is still working on arriving at a viable, consistant method. Once a method is accepted an appropriate target will be developed.

Benchmark Comparisons:
Establishing an appropriate benchmark for this measure will take additional time. There were 306 applied research projects reported as benefiting Alaska’s economy. Next year an additional definition of economic benefit that includes patents, business start-up, and product development will be added. Projects under this more direct definition will help refine and categorize the applied research projects reported as benefiting Alaska’s economy.

Background and Strategies:
Performance in this area is challenging to measure but of critical importance to the University and to the economic development and diversification of the state. Demonstration of progress on this performance measure is shown in the form of a selected listing of specific projects with their corresponding contribution to the state. There were a total of 306 projects reported with potential economic benefit to Alaska during the last three years. Additionally, the state’s funding match and the National Science Foundation award to UA for the Experimental Program to Stimulate Competitive Research (EPSCoR) is enhancing UA’s capacity in areas of applied research focused on Alaska’s needs. The following table outlines a few of the applied research projects benefiting the state's economy.

Selected Applied Research Projects Benefiting Alaska's Economy

Project Title, Status, and School	Contribution to the State
UA Anchorage	
Tourism and Recreation in Southcentral Alaska: Patterns and prospects Funded by USDA/USFS Complete CBPP, ISER	Examines the continuing prospects for growth in what was Alaska's fastest-growing basic industry (as measured by jobs created) in the 1990s.
Planning and Operating Small Fish-Processing Plants in Villages Complete CBPP, ISER	Details the complexities involved for small villages attempting to start small fish-processing plants; many coastal communities are considering such plants as a means of creating jobs and income.
Telemaintenance for Utility Services in Rural Alaska Villages Funded by AT&T Foundation Active CBPP, ISER	Costs of operating and maintaining Alaska's small rural utilities are very high; this project will assess whether telecommunications can sometimes be used to help local residents diagnose problems, reducing the need for utilities to fly people and equipment into villages.
Virtual Enterprise Manufacturing Funded by Small Business Innovation Research Engineering Company Active CBPP, SBDC	Qualified 42 Alaska companies to participate in the manufacturing of aging weapon systems for the Department of Defense, such as tank wheel sprockets, engine helicopter mounts, etc.
UA Fairbanks	
Utilizing Alaska's by-catch: Developing processes for textured, cooked minces for food service application Funded by USDA/CREES Active School of Fisheries and Ocean Sciences/Fishery Industrial Technology Center	Complete utilization of catch is not only economically desirable, but is becoming a legal requirement. This project is exploring value-added products using Alaska fish by-catch.
Horticultural Plant Production in Alaska Completed School of Agriculture and Land Resources Management/Agricultural and Forestry Experiment Station	This research is used to identify hardy perennials, disease resistant annual flowers and high quality vegetables for home and commercial use. The cosmos/photoperiod study will lengthen the commercial production season for producers of field-grown cut flowers.
Tree Species Growth & Yield and Site Productivity for the Alaska Northern Forest Active School of Agriculture and Land Resources Management/Agricultural and Forestry Experiment Station	Forest growth and yield data, essential for sustainable management of the forest resource, are being collected. The new data coupled with initial stocking are becoming available to assist managers to make better decisions regarding initial silvicultural treatments to obtain adequate regeneration. With this data, Alaska Forest Refinery, Inc. is pursuing finances to construct a wood refinery in the Tok area, where unemployment is chronic. The major product is ethanol to meet the biofuel demand.
Center for Nanosensor Technology (CNT) Funded by U.S. Department of Defense Microelectronic Activity Active College Science Engineering and Mathematics (CSEM)	Develop technology that creates several high paying professional jobs and attracts industry to Alaska. The sensors will be used for monitoring human health and the environment within the state.
UA Southeast	
Effects of Total Dissolved Solids on Salmonids Funded by North Coast, Inc. Active Natural Sciences and JCSFOS	Research funded by ASTF to help ADF&G and ADEC to set regulations for the levels of total dissolved solids that can be discharged by industry into state waters. Research is investigating the effects of dissolved salts on the short- and long-term effects on developing salmonids.
Rapid Assessment of Floating Kelps in Alaska	Research funded by NASA to develop a mapping technique for floating kelps in SE Alaska. Results will allow ADF&G to manage the kelp resources for commercial harvest.

Project Title, Status, and School	Contribution to the State
Proposed	
Natural Sciences	
Regulation of molting in the snow crab	Research funded by ADF&G to determine whether male crabs that are morphometrically and reproductively mature can be induced to molt. Information will be used to develop harvesting guidelines for snow crab
Active	
Natural Sciences	
Diving behavior of sea otters in southeastern Alaska	This study is analyzing data on the foraging ecology of sea otters. The data will help predict and assess impacts of sea otters on shellfish populations in Alaska.
Current	
Natural Sciences	

Measure:
The quality of research as measured by annual citation and significant publications in referred journals.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Maintain the number and quality of publications by UA faculty.

In 2000, 415 publications were tabulated in two major indexes and, since 1999, units within the University reported a total of 856.

Benchmark Comparisons:
The university is currently working on a benchmark.

Background and Strategies:
There are two ways in which to display the number of publications produced by UA faculty; one is by searching databases of publication indexes and the other a list of the number of faculty publishing and the journals in which they are publishing.

The table below shows the result of searches done on two major indexes for journal publications of University of Alaska faculty and research staff in 1999 and 2000. The Institute for Scientific Information (ISI) index includes scholarly publications in the social sciences, sciences and the arts and humanities. The number of publications has increased by 3% in Cambridge Scientific Abstracts (CSA) and by 20% in ISI from 1999 to 2000.

Number of Publications by Index and Year of Publication

Index	1999	2000
Cambridge Scientific Abstracts (CSA)		
Aquatic Sciences and Fisheries Abstracts (ASFA)	44	36
Biological Sciences	52	61
Environmental Sciences and Pollution Management	45	53
MEDLINE	25	31
Oceanic Abstracts	29	23
Plant Science	10	13
TOXLINE	5	
Total CSA	210	217
Institute for Scientific Information (ISI) Total	346	415

The table below shows a summarization from the units that 260 faculty per year published 856 journal articles since 1999 in at least 90 different publications including Nature, Zoology, Critical Care Nurse, Journal of Cold Regions Engineering, ARCTIC, and Teacher Education and Practice. Some of the publications included books or chapters for books.

Number of Published Faculty and Number of Publications by MAU and School/College Since 1999

	School/College	Number of Publications
UAA	CBPP	6
	CBPP / ISER	11
	Center for Alcohol & Addiction Studies	2
	Center for Human Development	2
	Education	13
	Engineering	13
	Justice Center	7
	School of Nursing	4
	School of Social Work	6
	UAA Total	**64**
UAF	College of Liberal Arts	91
	College of Science, Engineering & Mathematics	0
	Geophysical Institute	194
	Institute of Arctic Biology	110
	Institute of Northern Engineering	56
	International Arctic Research Center	46
	Library	2
	Museum	22
	School of Agriculture and Land Resources Mgt	71
	School of Fisheries and Ocean Sciences	149
	School of Management	21
	School of Mineral Engineering	10
	UAF Total	**772**
UAS	Govt.	4
	History	4
	Public Admin.	2
	Sociology	2
	Other	8
	UAS Total	**20**
UA Total		**856**

Measure:
The graduation and retention rate of full-time-equivalent students in degree programs.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
This data addresses the graduation rate portion of this measure.

Goal: Starting with the 1999-2000 first-time freshmen class, increase six-year graduation rates (by 2006) for baccalaureate degree-seeking first- time freshmen to 30%.

The six-year graduation rate for the class of 1994 is 21.2%.

Benchmark Comparisons:
The latest information available for six-year graduation rates are for the class of 1993 showing 26% of the first-time freshmen graduated within six years.

Background and Strategies:

The participation in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time baccalaureate degree-seeking freshmen from fall to fall, also tracks the graduation rate of those students. Retention rates drive the graduation rates and UA is closely monitoring retention. Improved programs that were put in place during the last three years will affect the six-year graduation rate for the 1999 cohort with the results available in summer 2006. The most recent rates available from CSRDE show a six-year graduation rate for the cohort of first-time full-time baccalaureate degree-seeking freshmen that started fall 1994 at UA is 21.2% compared to the 33.1% average graduation rate at 92 less selective institutions (indicating open admissions and high part-time enrollment). Students note that program availability is a primary reason for changing institutions. In the last three years UA has invested significantly in expanding program breadth and having adequate upper-division course offerings. These actions coupled with the effort of retaining students will impact this measure positively.

Year	Headcount	Six-Year Graduation Rate	CSRDE Less Selective Six-Year Graduation Rate
1993-94	846	26.5%	33.6%
1994-95	903	21.2%	33.1%

UA anticipates a graduation rate of 30% with the 1999-00 class. By 2006 there will be 302 graduates from this cohort compared to 191 from the 1994-95 cohort.

Measure:
The graduation and retention rate of full-time-equivalent students in degree programs.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
This data addresses the retention portion of this measure.

Goal: Over three years (from 2000), increase retention rate for baccalaureate degree-seeking first-time freshmen to 71%.

UA system wide retention rate of first-time full-time baccalaureate degree-seeking freshmen in 2000-2001 is 67.8%.

Benchmark Comparisons:
The University participates in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time baccalaureate degree seeking freshmen from fall to fall. In the most recent CSRDE survey (May 2001) 92 institutions described as less selective (indicating open admissions and high part-time enrollment) had an average retention rate for the 1993 - 1999 cohorts from the first year to second of 68.7%. Other studies have shown lower retention rates, but for a less well-defined group of students. For example, in the August 2001 Opportunity, the average persistence rate to the second year for freshmen who began in fall 1999 was 60.6% for 152 four-year institutions with an open admissions policy.

Background and Strategies:
A National Center for Education Statistics report (August 2001) found that the strongest predictor of degree attainment, and thus retention, was the academic preparation from high school. Nationally, in general, the retention rate to the second year has been decreasing. The table below shows the retention rate for UA as well as the CSRDE less selective institutions from 1993 through 2001. UAS exceeded the 71% goal this fall by retaining nearly 72% of first-time full-time baccalaureate degree seeking students from fall 2000 to fall 2001 compared to 59% from fall 1999 to fall 2000. In addition the number of students enrolled in this well-defined cohort has increased by 33% from 1993 to 2000.

UA Retention Rate of First-time full-time, Baccalaureate Degree-Seeking Freshmen:

Year	Headcount	Percent Retained to 2nd Year	CSRDE Less Selective Retention Rate to 2nd Year
1993-94	846	66.4%	68.2%
1994-95	903	62.9%	67.1%
1995-96	827	67.0%	67.9%
1996-97	913	67.8%	69.0%
1997-98	871	64.8%	70.2%
1998-99	1,015	62.9%	69.5%
1999-00	1,008	67.6%	68.7%
2000-01	1,127	67.8%	
% Change 93 - 01	33%		
% Change 98 - 01	11%		

** Data for 1993 - 1998 may differ from previously reported numbers as that information was updated using consistent methodologies with current definitions.

Strategy: Attracting and Retaining Alaska's Students

Measure:
The comparative scores of students who take professional examinations.
Sec 152 Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
Goal: Meet or exceed the appropriate national average on scoring or pass rates for students who take professional exams, shown on the table in the Background and Strategies section.

Benchmark Comparisons:
For programs requiring exit or professional exams, the benchmark is appropriate national or state scores and/or pass rates.

Background and Strategies:
The university is in the process of identifying and collecting the scores and pass rates of students on the professional exams administered. This is not a single measure, but rather a listing of programs that administer professional exams and the resultant scores or pass rates as appropriate. The table below lists the name of the test, the number of students who were administered the test, the average score and/or pass rate at UA, as well as the national comparison when it was available. Out of the 34 tests results reported, 17 have national comparisons and 16 of 17 programs show results above national average. For 7 of the 17 tests without a national comparison, UA students completed with a 100% pass rate. In general, UA students meet or exceed the national scores and pass rates.

Number of Students Taking Professional Exams by MAU and School, Exam Type, and Pass Rates (Both UA and National)

MAU/School	Examination Type	Test Date	UA Students Tested	UA Pass Rate	National Pass Rate

UAA-CBPP	CPA	November 1999	13	23%[1]	14%[2]
UAA-CBPP	CPA	May & Nov. 2000	20	25%	17%
UAA, CHESW	RN Licensure BS Nursing	Summer 2001	22	100%[3]	86%
UAA, CHESW	RN Licensure AAS Nursing	Summer 2001	24	96%	86%
UAA, CHESW	RN Licensure BS Nursing	Summer 2000	23	87%	86%
UAA, CHESW	RN Licensure AAS Nursing	Summer 2000	17	88%[4]	86%
UAA, CHESW	RN Licensure BS Nursing	Winter 1999	25	96%	86%[5]
UAA CTC	ASCP-MLT	January 2000	15	93%	NA
UAA CTC	CDA-Dental Assisting	August 1999	15	86%	NA
UAA CTC	National CMA-Medical Assisting Exam	January 2001	1	100%	NA
UAA CTC	Certificate in Medical Assisting	June 2001	8	NA	NA
UAA CTC	National Dental Hygiene Exam	April 2001	12	92%	91%
UAA CTC	Regional Boards-Clinical	May 2001	12	92%	91%
UAA CTC	Regional Boards-Anesthesia	May 2001	12	100%	80%
UAA CTC	Registered Dietician Exam	Open Testing	28	100%	NA
UAA CTC	National Restaurant Association	Spring 2001	30-40	95%	85%
UAA CTC	Massage Therapy	August 2000	9	100%	NA
UAA CTC	Pharmacy Technician	AY 2001	5	100%	NA
UAA CTC	Certified Nursing Assistant	October 2000	32	66%	NA
UAA CTC	ABE GED Testing	AY 2000	621	81%	69%
UAF, CLA	ACAT - Social Work	April 2000	14	68%	NA
UAF, CLA	ACAT - Social Work	April 2001	15	59%	NA
UAF, CSEM	FE - Civil Engineering	April 2000	11	65%	NA
UAF, CSEM	FE - Civil Engineering	April 2001	11	89%	74%
UAF, CSEM	FE - Electrical Engineering	April 2000	5	100%	NA
UAF, CSEM	FE - Electrical Engineering	April 2001	1	100%	80%
UAF, CSEM	FE - Mechanical Engineering	April 2000	10	100%	NA
UAF, CSEM	FE - Mechanical Engineering	April 2001	4	100%	84%
UAF, SME	FE - Fundamentals of Engineering	April 2000	7	43%	77%
UAF, SME	FE - Fundamentals of Engineering	April 2001	12	50%	NA
UAS	National Cert. Exam for Health Info. Mgmt.	2000	5	80%	~ 67%
UAS	National Cert. Exam for Health Info. Mgmt.	2001	3	100%	
UAS	Nursing Aide Registry (CNA)		11	91%	NA
UAS	CISCO Certified Academy Institute (CCAI)		1	100%	NA
UAS	Water and Wastewater Operator Cert.			83%[6]	64%[7]

1 This number represents the percent of individuals from UA taking the CPA exam for the first time who passed all four sections of the test in one sitting.

2 This number represents the national percentage of individuals taking the CPA exam for the first time who passed all four sections in one sitting.

3 2001 Pass rate to date = 98%; 2000 Pass rate overall = 88%

4 Four of the five who were initially unsuccessful have since passed the exam; the fifth has not yet re-attempted the exam.

5 2000 Pass rate; Winter 1999 graduates actually took the exam in 2000.

6 UA average since 1998.

7 Pass rate at state level.

Measure:
Over the next three years, increase enrollments by 5%.

Alaska's Target & Progress:
Preliminary Fall 2001 enrollment figures indicate an increase of 3.2% in FTE over Fall 2000 and 4.5% over Fall 1999.

Fall Semester
- -Student FTE 1999: 14,784
- -Student FTE 2000: 14,939
- -Student Headcount 1999: 30,249
- -Student Headcount 2000: 30,480

(Fall 2000 reflects the current status, as Fall 2001 final fall semester data will not be available until Jan. 2002).

Benchmark Comparisons:
Student FTE Fall Semester 1997: 14,784
Student FTE Fall Semester 1998: 14,939

Headcount Fall Semester 1997: 31,184
Headcount Fall Semester 1998: 31,106

Background and Strategies:
The University, as the provider of community college and university higher education mission for the state, serves both traditional and non-traditional aged students. Traditional students make up 35% of student headcount and are focused more on baccalaureate programs. Non-traditional age students make up 65% of UA's student headcount and are more focused on graduate instruction, associate degrees, and other professional development.

The University is increasing the student population by expanding degree program offerings in areas targeted as most important to the economy of the state, including information technology, nursing, education, finance, e-commerce, and wildlife. Currently, UA offers less than half of the degree programs of other western states with smaller populations. In the last year, however, with the investment of initiative funding, the Board of Regents has approved 28 new degree programs, while eliminating 5 programs for a net increase of 23 degree programs. Having the appropriate breadth of relevant degree programs in the state is key to increasing the student headcount. Another area UA is pursuing to increase the number of students is enhanced student services in recruitment, retention, financial aid, advising, and standard electronic student services.

UA has budgeted for a 5% percent increase in enrollment in FY03. Enrollment increases contribute to tuition, which in turn helps fund programs, salary maintenance, and fixed cost increases. Continued program growth and base investment is necessary to reach this enrollment target.

Department Budget Summary by BRU

All dollars in thousands

	FY2001 Actuals				FY2002 Authorized				FY2003 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
Formula Expenditures												
None.												
Non-Formula Expenditures												
University of Alaska Systemwide	0.0	0.0	0.0	0.0	11,363.1	20,945.9	7,068.0	39,377.0	21,619.7	14,863.0	31,097.7	67,580.4
Statewide Programs & Services	12,037.8	0.0	22,493.3	34,531.1	14,086.7	2,005.6	28,255.7	44,348.0	15,671.6	2,058.0	29,419.9	47,149.5
Univ of Alaska Anchorage	67,099.1	15,150.2	69,733.8	151,983.1	66,046.5	15,145.9	79,547.9	160,740.3	69,553.8	17,913.3	84,548.6	172,015.7
Univ of Alaska Fairbanks	89,217.5	48,691.5	118,310.1	256,219.1	88,613.0	54,119.7	133,556.9	276,289.6	93,406.5	71,193.7	134,694.5	299,294.7
Univ of Alaska Southeast	15,782.5	1,539.8	12,060.0	29,382.3	15,390.7	1,898.9	15,089.1	32,378.7	16,868.1	2,951.0	14,891.4	34,710.5
Totals	**184,136.9**	**65,381.5**	**222,597.2**	**472,115.6**	**195,500.0**	**94,116.0**	**263,517.6**	**553,133.6**	**217,119.7**	**108,979.0**	**294,652.1**	**620,750.8**

Funding Source Summary

All dollars in thousands

Funding Sources	FY2001 Actuals	FY2002 Authorized	FY2003 Governor
1002 Federal Receipts	65,381.5	94,116.0	108,979.0
1003 General Fund Match	2,777.3	2,777.3	2,777.3
1004 General Fund Receipts	181,158.8	192,521.9	214,141.6
1007 Inter-Agency Receipts	33,513.4	43,476.7	47,607.2
1010 University of Alaska Interest Income	3,833.7	3,928.3	4,950.7
1015 U/A Dormitory/Food/Auxiliary Service	31,320.7	35,334.4	38,893.5
1025 Science & Technology Endowment Income	2,630.0	2,630.0	
1037 General Fund / Mental Health	200.8	200.8	200.8
1038 U/A Student Tuition/Fees/Services	50,414.8	55,041.1	59,408.8
1039 U/A Indirect Cost Recovery	18,608.2	22,937.7	25,191.2
1048 University Restricted Receipts	76,515.1	91,624.2	111,628.7
1061 Capital Improvement Project Receipts	1,878.3	3,576.3	3,966.3
1092 Mental Health Trust Authority Authorized Receipts	102.0	100.0	136.8
1150 ACPE Dividend	2,000.0	2,000.0	
1151 Technical Vocational Education Program Account	1,781.0	2,868.9	2,868.9
Totals	**472,115.6**	**553,133.6**	**620,750.8**

Position Summary

Funding Sources	FY2002 Authorized	FY2003 Governor
Permanent Full Time	3,511	3,736
Permanent Part Time	239	229
Non Permanent	0	0
Totals	**3,750**	**3,965**

FY2003 Capital Budget Request

Project Title	General Funds	Federal Funds	Other Funds	Total Funds
Primary Administrative Host Computing System Replacement - Phase 2 of 2	0	0	1,500,000	1,500,000
Small Business Development Center	450,000	0	0	450,000
Statewide Construction Planning	0	1,500,000	1,500,000	3,000,000
Small Project Development and Construction	0	2,000,000	2,000,000	4,000,000
Department Total	**450,000**	**3,500,000**	**5,000,000**	**8,950,000**

This is an appropriation level summary only. For allocations and the full project details see the capital budget.

Overview of Departmental Budget Changes

UA's budget request is focused on recruiting and retaining Alaska students, offering academic programs directed at training Alaskans to fill the jobs in highest demand today and in the future, and building the technological capacity of the state. The state's commitment to an increasing investment in UA is essential to preparing Alaska for sustainable economic success. In following the principle of exceptional stewardship of state resources, UA's state appropriation request is $221 million with incremental funding for FY03 requested in the following areas:

- Maintaining a Solid Foundation-$9.5 million
- Keeping Pace with Technology -$0.8 million
- Attracting and Retaining Alaska's Students-$1.7 million
- Meeting Alaska Employment Needs-$3.4 million
- Preparing for Alaska's Economic Success-$1.6 million

Maintaining a Solid Foundation includes funding for contract and policy mandated salary obligations for UA employees, non-discretionary fixed cost increases composed of facilities maintenance and repair, extraordinary fixed cost increases including library and license agreement increases, other inflationary cost increases and administrative program support. Over the four-year period FY00-FY03 UA's increment request is $2 million less from general fund for these base requirements while UA expects to cover $5 million more from external sources. Specific to salary maintenance requirements, UA's state funding increment request in FY03 is only $50 thousand higher than UA's state request in FY00 and through non-general fund sources UA will carry an additional $2 million of the salary increment requirement.

Keeping Pace with Technology includes funding requests for four specific programs necessary to maintain UA's technology position for academic and administrative functions. The programs include providing a standard level of access for campus environments through ubiquitous computing, utilizing existing information resources to improve processes and administrative functions with integration specialists, continuation of the video over IP project and investing in document imaging for business process solutions.

Attracting and Retaining Alaska's Students includes funding for a comprehensive strategy for enrollment management. UA expects a 5% enrollment increase in FY03 through existing retention and recruitment efforts. Sustaining enrollment growth in the 3-5% range in high demand job areas, professional and continuing training, and other programs over the next five years is necessary to meet state workforce demand and industry opportunities. Funding will be directed to recruitment, first-year programs, retention, advising, and campus-based integrated marketing. In addition to funding requested in the initiatives, the university is also requesting $800.0 for the UA Scholars program through other legislative means.

Meeting Alaska's Employment Needs include program requests that continue the university's focus to offer programs necessary to meet current high demand workforce needs. Workforce assessments from the Alaska Department of Labor, Alaska's Human Resource Investment Council, and the Alaska Department of Education, industry consortiums and corporations show highest workforce demands exist for teachers, health care workers, information technology specialists and trained technical workers. There are only a few new programs requested, most are continuation of programs only partially funded in FY02 (including finance, education, allied health, and distance education), expansion of existing initiative programs, and resources to meet current student demand. Project management and web-based vocational teacher education are examples of new program requests.

Preparing for Alaska's Economic Success requests are focused in two areas: addressing Alaska's community and policy issues and enhancing UA leadership in strategic areas. These programs are characterized by extensive external funding with relatively modest requirements for state funding. Addressing community and policy programs focus on service and outreach including economic policy research, the Alaska Center for Excellence in Schools and attracting nationally recognized senior faculty in disciplines key to Alaska's future. Enhancing UA leadership in strategic areas includes: expansion of UA's successful EPSCoR program funding entirely through external sources, developing a center for nanosensor technology that could in the long-term transform into a full scale manufacturing industry for Alaska and start-up funding for relevant research programs such as sea-air-land monitoring observation in Prince William Sound, bio-informatics, monitoring Alaska's sanitation systems, and the geographic information network of Alaska.

Service Changes

The increase in UA's FY02 state funding and the workforce development funding from SB137 allowed for full or phased implementation of several additional program initiatives. These include a redefined baccalaureate education program, expansion of allied health training, finance education, engineering program expansion, and information technology training. Significant progress has been made in making courses and programs available via distance to maximize access. Additional recruiters, student advisors, and on-line admissions, registration and financial aid services for students have been implemented. These programs contributed to an enrollment increase this fall of 3.2% and will result in a FY02 tuition revenue increase of nearly 6.5%. The complete list and status of programs implemented as a result of the FY01 and FY02 state funding is available at *http://www.alaska.edu/swacad/current.html.*

By aligning new programs with state needs, partnerships with state agencies, industry and federal agencies are expanding. Grant funding, scholarship opportunities and endowment increases have been significant and will continue to grow at a rate faster than state funding increases.

Summary of Department Budget Changes by BRU

From FY2002 Authorized to FY2003 Governor

All dollars shown in thousands

	General Funds	Federal Funds	Other Funds	Total Funds
FY2002 Authorized	**195,500.0**	**94,116.0**	**263,517.6**	**553,133.6**
Adjustments which will continue current level of service:				
-University of Alaska Systemwide	-6,733.1	-20,945.9	-11,698.0	-39,377.0
-Statewide Programs & Services	1,584.9	52.4	1,164.2	2,801.5
-Univ of Alaska Anchorage	3,507.3	2,767.4	5,000.7	11,275.4
-Univ of Alaska Fairbanks	4,793.5	17,074.0	1,100.8	22,968.3
-Univ of Alaska Southeast	1,477.4	1,052.1	-197.7	2,331.8
Proposed budget decreases:				
-University of Alaska Systemwide	-400.0	0.0	0.0	-400.0
Proposed budget increases:				
-University of Alaska Systemwide	17,389.7	14,863.0	35,727.7	67,980.4
-Univ of Alaska Fairbanks	0.0	0.0	36.8	36.8
FY2003 Governor	**217,119.7**	**108,979.0**	**294,652.1**	**620,750.8**